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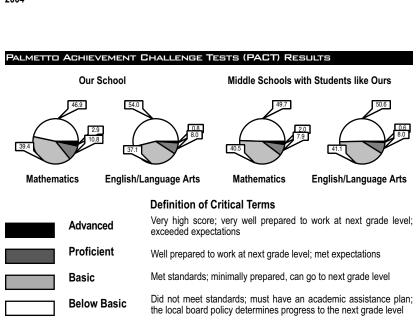
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003 2004	Below Average	Unsatisfactory	No



NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	93	27
Percent satisfied with learning environment	48.6%	53.8%	38.5%
Percent satisfied with social and physical environment	60.0%	54.8%	46.2%
Percent satisfied with home-school relations	23.5%	67.4%	44.0%

John Ford Middle	>							901006
PACT PERFORMANCE	BY GR	= 2		/ _		/ .		dentand signature de la companya de
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	olla	W. Les	(65tb) . 3	ONL	Basic	Profit	Advo. 10th	ciphaug
	Englis	Rent Testing	lested old	alon Basic	o ok	0/0	Advanced No. Profi	cient ance
			ت ا	igiisii/Lai	nguage A	rts	1	
All students	451	97.6	54.0	37.1	8.0	0.8	8.9	17.6
Gender	00.4	07.4	00.0	05.4	F 7	NI/A	F 7	47.0
Male	234	97.4	68.9	25.4	5.7	N/A	5.7	17.6
Female	217	97.7	38.3	49.6	10.4	1.7	12.2	17.6
Racial/Ethnic Group	39	94.9	30.8	53.8	15.4	N/A	15.4	17.6
White African-American		97.8	55.5	35.9	7.7	0.9	8.6	17.6
	404	1		I	N/A	N/A		17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A			N/A	
Hispanic American Indian/Alaskan	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6 17.6
Disability Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Not disabled	400	98.3	50.7	39.5	8.8	0.9	9.8	17.6
Disabled	403							
Migrant Status	48	91.7	86.4	13.6	N/A	N/A	N/A	17.6
Migrant Status Migrant	A1/A	0.0	NI/A	N1/A	NI/A	NI/A	NI/A	17.0
Non-migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
English Proficiency	451	97.6	53.8	37.3	8.1	8.0	8.9	17.6
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient		97.5	54.1	36.9	8.2	0.9	9.0	17.6
Socio-Economic Status	445	97.5	54.1	30.9	0.2	0.9	9.0	17.0
Subsidized meals	398	97.5	55.1	36.9	7.0	0.9	7.9	17.6
Full-pay meals		98.1	43.5	39.1	17.4	N/A	17.4	17.6
i uli-pay meais	53	90.1	43.5	39.1	17.4	IN/A	17.4	17.0
				Mathe	matics			
All students	451	99.1	46.9	39.4	10.8	2.9	13.7	15.5
Gender								
Male	234	99.1	52.8	33.3	12.2	1.6	13.8	15.5
Female	217	99.1	40.7	45.8	9.3	4.2	13.6	15.5
Racial/Ethnic Group								
White	39	97.4	21.4	57.1	21.4	N/A	21.4	15.5
African-American	404	99.3	48.9	38.1	9.9	3.1	13.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	403	99.5	42.4	42.4	12.0	3.2	15.2	15.5
Disabled	48	95.8	87.5	12.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	451	99.1	46.7	39.6	10.8	2.9	13.8	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	445	99.1	47.3	39.2	10.5	3.0	13.5	15.5
Socio-Economic Status								

47.8

98.1

39.9

34.8

17.4

N/A

13.3

15.5

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

Grade 8

116

N/A

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N/A

N/A

N/A

N/A

N/A

				IVI	athematio	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	101	N/A	39.6	50.5	8.9	1.0	9.9
	Grade 7	130	N/A	46.5	35.7	11.6	6.2	17.8
•	Grade 8	127	N/A	50.4	34.1	10.6	4.9	15.4
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	105	100.0	48.5	45.5	6.1	N/A	6.1
20	Grade 6	108	99.1	43.0	40.0	13.0	4.0	17.0
	Grade 7	122	99.2	50.0	37.0	10.2	2.8	13.0
	Grade 8	116	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 376)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Up from 9.6%	7.2%	14.4%
Retention rate	1.1%	Down from 3.1%	3.7%	2.3%
Attendance rate Eligible for gifted and talented	94.6%	Down from 95.8%	94.7%	95.2%
	6.0%	Up from 2.3%	5.7%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	10.2%	Down from 11.3%	16.5%	14.1%
	0.5%	Down from 8.4%	9.8%	4.9%
Suspended or expelled	4.5%	Down from 35.6%	1.7%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees Continuing contract teachers	70.6%	Up from 55.6%	44.4%	47.1%
	88.2%	Up from 85.2%	73.2%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	87.2%	Up from 81.7%	77.3%	84.3%
Teacher attendance rate Average teacher salary	94.9%	Down from 95.0%	94.6%	95.0%
	\$43,994	Up 3.9%	\$38,478	\$39,924
Prof. development days/teacher	20.2 days	Up from 7.7 days	11.5 days	10.7 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	16.9 to 1	Down from 21.5 to 1	18.5 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	86.9%	Down from 89.1%	86.5%	88.9%
	\$6,333	Up 3.0%	\$6,638	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	59.3%	Down from 61.2%	58.9%	62.0%
	Poor	Down from Good	Good	Good
Parents attending conferences SACS accreditation	83.1%	Up from 67.5%	84.5%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

John Ford Middle School has an enrollment of 450 students in grades five through eight. Recent district reorganization has resulted in an increase in our student population. Beginning in August 2002, the fifth grade moved to John Ford. Our ethnic make up is 89.4% African American, 8.8% White, and 1.8% Hispanic. 89% of our students are on Free or Reduced Lunch.

We have a highly qualified staff with in excess of 50% holding Masters degrees or above and four Nationally Board Certified teachers.

We have thirty-nine teachers, three Administrative Assistants, two Youth Specialists, a School Nurse, four Paraprofessionals, a Guidance Counselor, Principal, Assistant Principal and Curriculum Instruction Facilitator. Due to recent budget cuts, several teacher positions, the Curriculum Facilitator and a Paraprofessional were eliminated.

John Ford PACT scores showed improvements over the previous year's scores. This was a positive trend in that we lost a number teacher positions in the previous year and had change in administrations. We anticipate increased class sizes and a down turn in PACT SCORES as a result of budget constraints causing an additional loss of teachers and support personnel. Our needs assessment for this school year indicated the need to continue our focus on creating a safer environment, improved parent involvement and increased student achievement. We stay committed to making John Ford Middle School a place where all feel welcome, secure and where our students are eager to learn.

Our John Ford Middle School motto, "Strive to Excel - Not to Equal", is our vision. We will continue to support all our students with innovative programs such as tutoring sessions, remedial classes, gifted and talented programs, and supplemental technology-based programs (Academy of Reading, Academy of Math, Skills bank, Acceleratd Reader, Star reading and math). We need the support of all stakeholders to support us in reaching new heights. We encourage your support.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.